

IMPROVING STUDENTS' READING COMPREHENSION USING COOPERATIVE LEARNING - STAD METHOD AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 KERUAK IN THE ACADEMIC YEAR OF 2012/2013

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ABSTRAK

Penelitian tindakan kelas ini dilakukan pada kelas sebelas program studi IPS SMA Negeri 1 Keruak. Penelitian tindakan kelas ini bertujuan untuk mengetahui bagaimana metode CL-STAD meningkatkan pemahaman membaca siswa yang termasuk pada mengenalkan proses dan hasil dari pembelajaran menggunakan metode ini. Untuk identifikasi proses, peneliti mengamati semangat siswa, aktifitas individu dan kelompok siswa ketika proses pembelajaran. Pada siklus pertama, didapatkan siswa dengan semangat yang rendah, kerja kelompok tidak efektif, dan beberapa siswa mengabaikan aturan tugas individu. Ketika melakukan siklus kedua, mereka terlihat sangat bersemangat, kerja kelompok menjadi lebih efektif dan masing-masing siswa mengerjakan tugas individu dengan percaya diri. Jumlah siswa yang mencapai standar penguasaan pembelajaran yaitu 70%, naik dari siklus pertama ke siklus kedua. Ini membuktikan bahwa hasil tes dari 8 (32%) dari 25 siswa yang mencapai penguasaan standar pada siklus pertama menjadi 19 siswa (76%) pada siklus kedua. Dengan kata lain, kelas tersebut berhasil mencapai penguasaan standar belajar. Ini berarti pencapaian pemahaman membaca siswa benar-benar bertambah dengan menggunakan metode CL-STAD.

Kata Kunci: *Membaca, belajar kelompok, STAD.*

ABSTRACT

This Classroom Action Research was conducted at the eleventh grade of SMA Negeri 1 Keruak. This classroom action research is aimed at finding out how CL – STAD method improve students' reading comprehension which implies at identifying the process and the result of teaching learning using the method. To identify the process, the researcher observed students' enthusiasm, students' cooperative and individual activities while teaching learning process. In the first cycle, it was found that the students were less enthusiastic yet, the cooperative work was not effective, and some of them ignored the role of individual task. When conducting the second cycle, they seemed very enthusiastic, the cooperative work became more effective, and each student did his individual task confidently. While the number of students who reached the mastery learning standard, 70 %, increased from the first to the second cycle. It is proved by the result of the tests that from 8 (32 %) of 25 students who gained the mastery learning standard in the first cycle became 19 (76 %) students in the second cycle. In other words, the class was successfully reached the mastery learning standard. It means that students' reading comprehension achievement is truly improved by the use of CL – STAD Method.

Keywords: *Reading, Cooperative learning, STAD.*

INTRODUCTION

Learning is a fundamental process of life. Every individual in the world has been learning about something new in his or her life. Through learning, he or she develops the modes of behavior by which he lives. All human activities and achievement manifest the result of learning. For instance, farmers' wealth harvest is a result of learning farming from others that they do in informal education. In addition to learning in informal education, people do it in a formal one that people usually call it "school". People go to school to get and share knowledge. Teacher can teach his or her students because he or she had learnt how to teach. Students can get high grade because he or she learns his or her lesson.

This writing is related to specific problems happen in classroom, which in the classroom action either teacher or students sometimes could not take their eyes off from the situation that happened in it.

Indonesia as a developing country, which realizes the importance of learning English, puts the language in the first foreign language to be taught and learnt as one of compulsory subjects in most educational level. In learning second-language there are four major skills, which play important role to develop students' ability to learn second language, they are speaking, listening, reading, and writing. In teaching second language process, teacher will find many problems in teaching those language skills, particularly teaching reading. It is not merely because of the language is a foreign language, but also the condition of the class that commonly managed in large number of students or in the form of large class. "Large classes make teaching more difficult and put a strain on teachers". (Jacobs & Inn in Cherian & Mau, 2003)

As a compulsory subject, Indonesian government provides English lesson textbook as a handbook, which pay much attention to build up students' four language skills. In the English textbook of senior high school, there must be reading texts that students have to comprehend and teachers have to lead their

students doing it. There are many reasons why getting students to read English text are an important part of the teachers' job. In the first place, many of them want to be able to read a text in English either for their careers, for study purpose or simply for pleasure.

Reading text also provides opportunities to study language elements; vocabulary, grammar, punctuation and the way they construct sentences, paragraphs and texts. Whatever the case, reading involves comprehension and when readers are not comprehending the text, they are not reading.

The fact or the phenomenon that some teachers experience in reading class are, when teachers give their students a reading text to comprehend, the class often become noisy because they ask each other about some difficult words, even sentences, beyond of teachers' control. Such condition goes on when the students are given some questions as an exercise; they tend to do it cooperatively even some of them merely asked for the ready answers from their neighbor and answer them to their hearth content. Such attitudes weaken their competence in comprehending reading text for good.

Reading is a process of understanding written language (Rumelhart, 1985). It means that reading ability depends very much on students' mastery learning. The learners who are poor in their mastery of the language will have the difficulties in understanding the text.

Since reading is a process, it starts from viewing the linguistic surface representation and ends with certain ideas or meaning about messages intended by the writer, the reading is the combination of perceptual process and cognitive process.

Second language learners need to read greater and greater quantities of authentic material for communication. The word "reading" of course has a number of common interpretations by language teachers. It may mean reading aloud, a very complex skill, which involves understanding the printed words first then the production of the right noises. It may also mean an activity in which the students read a passage for

comprehension and when the readers are not comprehending, they are not reading.

In teaching learning process, the four skills must be developed integratedly, although the emphasis is on the reading skill. This emphasis is aimed at enhancing and developing students' ability to understand and transfer the content of the reading passages in written and oral form.

The problem in reading is likely what comes to mind when you think of learning disabilities. The problem with reading can involve many areas, including; Words recognition and comprehension, oral reading fluency, and reading comprehension (O'shea, 1998 in Gorman, 2001).

Within each of these areas, numerous skills are needed to be successfully read. They are: Comprehending a passage involves nothing importance details, identifying the mind idea, tracking the sequence of events, drawing influence and conclusions, organizing ideas, and applying what is read (Learner, 1993 in Gorman, 2001). We believe that reading skill is a student individual centered. Students should be actively engaged in using language and focused on meaning. It should steam from the ideas, interest, language, and the talent of each student.

Harmer, (1998) explains the principles of teaching reading as below:

1. Reading is not passive skill.
Reading is an incredible active occupation. To do it successfully, we have to understand what the words mean.
2. Students need to be engaged with what they are reading.
Students who are not engaged with the reading text and not actively interested in what they are doing are less likely to benefit from it.
3. Students should be encouraged to respond the content of reading text, not just to language. Students should be allowed to express their feelings about the topic.
4. Prediction is the major factor in reading.
Teacher should give students 'hints' so that they can predict what's coming too. It

will make them better and more engaged readers.

5. Match the task to the topic.
Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks – the right kind of questions, engaging and useful puzzles etc.
6. Good teacher exploit reading texts to the full.
Any reading text is full of sentences, words, ideas, descriptions etc. It does not make sense if teacher just to get students to read it and then move on to some thing else.

Seeing to the problems of teaching reading and its phenomena in schools that explained before, teaching reading comprehension using CL - STAD method seems benefit. Each student in a group can help each other recognize the words or the difficult vocabularies, help each other find the information in the passage, help each other find the sequence and the mind idea or topic of the passage. The students, who are poor in reading, possibly learn many things from their groups, such as analyzing the words, and using dictionary, etc.

For more detail, it might be good if we take a glance to 'Cooperative Learning' strategy and some methods of it.

Cooperative Learning (CL) is considered as an important strategy in classroom management. It is much closely related to group work of two or more learners who cooperate or help each other in an effort of reaching learning goals. (Rahman in Cahyono & Widiati, 2004)

Kagan (1994 in Cahyono & Widiati, 2004) mentioned that there are three principles fundamental to CL. The three principles are: *Simultaneous Interaction* that in turn generated classroom atmosphere toward living classrooms. This is the fact that explains the advantages of CL compared to traditional way of teaching. In traditional classroom, the learner talks when he or she is asked to do so by his teacher. *Positive Interdependence*. It will occur when gains of individuals or teams are positively correlated.

If a gain for one learner is associated with gains for other learners, the individuals are positively interdependent. *Individual Accountability*. It is the feeling among a group that each member is responsible for their own learning as well as that of their group mates. The methods which provides a group grade or group product without considering the accountability of each individual's contribution do not consistently produce academic gains.

Teachers usually use four methods in applying CL strategy, they are;

1. Jigsaw Method

This method is developed by Elliot Aronson *et. al*, (1978 cited in Nurhadi *et.al*. (2004). In this method, students are divided into some groups, which consist of five or six students in heterogeneous skills. Learning material is given to students in form of text. Students in one group study the material. Then, each of them faces another new group to explain the information he or she obtained. At the end, teacher evaluates students' understanding of material individually.

2. Group Investigation (GI) Method

This method is developed and revised by Sheran *et.al*. (1992 cited in Nurhadi, *et.al*. 2004) GI Method involves students' decision about what and how to investigate. The teachers who use the method commonly divide the class into some groups of five and six in heterogeneous characteristic. Students choose the topic and take a part in the investigation. Then, each of students represents whatever he or she obtained about the topic learnt.

3. Structural Method

Structural Method is developed by Kagan *et. al*, (1992 cited in Nurhadi *et. al*., 2004). Although this method has many similarities with other methods, it emphasizes on certain structures to influence students' way interaction. The structure that Kagan developed wants the students work together with small group cooperatively. There is a structure named think pair share, it emphasizes material mastery. There is also structure emphasizing on social skills, namely active listening and time tokens.

4. STAD (Student Teams Achievement Division) Method

This method is developed by Slavin that emphasizes on the existence of activity and interaction among the students to motivate and help each other in effort to master the material for maximal achievement. Slavin (1990,1991in Kindsvatter *et. al*, 1996) explained, one of the most versatile forms in CL is STAD (Student Teams - Achievement Devision). It has been used in many subject areas including mathematics, social studies, science, and language arts, where the focus is on teaching specific objectives empezing the learning of factual knowledge with single right answer.

Johnson *et. al* (1987 in Brubacher 1995) collaborated that, when structuring lessons cooperatively, teachers must complete some following sets of activities:

- Clearly specify the objectives for the lesson.
- Make a number of decision about placing students before the lesson is taught. In this, teacher devides students into some teams of four or five in heterogeneous charecteristic (ability level, gender, rase).
- Clearly explain the task. In this, teacher presents material 10 to 15 minutes and then gives the material with worksheet to members of groups to do cooperartively.
- The students work within their teams to learn the content or master the skill, they work together to understand the material, the member who has understood it helps each member to understand it too.
- Monitor its effectiveness. In this, the teacher spends the class-time circulating among teams listening to the students' interactions. Intervention will be necessary and served as opportunities for the teacher to model appropriate CL behaviours, such as asking questions and giving responses.
- After doing the task, teacher evaluates the students' achievement. In this, to accomplish the classroom management, teacher evaluates students' works and encouraging their efforts.

The method purposes on increasing students' achievement through group collaboration that enables them to learn from each other, providing an alternative to the competitive structure of most classrooms today that discourages the poorer students, and improving human relation in the classroom by promoting interdependent activities that teaches collaborative skills.

As the researcher viewed in the research result done by Megawati (2007) about using interactive reading that skripted from CL, teaching reading using CL can improve students' reading comprehension achievement.

Kindsvatter et. al (1996) summerized that CL improves achievement through collaborative learning with possitive interdependence. This statement is strengthened by the ideas that "two (or more) heads are better than one" and that "many hands make light the work". (Cited in Jacobs & Inn in Cherian & Mau, 2003:143).

Concerning to the teachers' difficulty in controlling the class and the students' difficulty in comprehending the text individually, as described in point A above, the problem to be investigated in this research is: How can Cooperative Learning – STAD Method improve students' learning achievement?

To solve the problems above, the researcher taught reading comprehension using CL –STAD Method and observed the teaching learning process that can consist of one or two cycles.

In accordance to the important of the study, the scope of the study is then merely restricted on process of using CL – STAD Method in reading comprehension for students' achievement in class XI of SMA Negeri 1 Keruak, East Lombok.

The objective of this study is aimed at identifying the improvement of students' reading comprehension achievement and its process.

METHOD

This thesis is a Classroom Action Research. Its subject is the whole students of class XI of Social Class Program. This class

is one of the three classes in SMA Negeri 1 Keruak East Lombok.

The class consists of 25 students. Based on the observer's pre-observation, seeing to their test result and interviewing their teacher, there are many poor readers in this class. This problem is due to most of them are unfamiliar with English words and the ineffectiveness of teaching reading method.

The sample of this Classroom Action Research is the students of class XI of Social Class Program in terms of number and name of the students. They were observed when running learning reading subject. The observation was conducted using CL - STAD Method, to investigate the teaching learning process and their result in comprehending a reading text using the method.

In this Classroom Action Research, the teacher was also observed in terms of how far he can apply CL - STAD method in teaching reading and exercising the students. He was observed when applying the Method in teaching learning.

As the research involves a teacher in performing teaching learning process, he must hand a lesson plan with him, so this research aims to find out in what extend the lesson plan can be applied at the time of using the method.

The result of the teaching learning process is the most important thing that has to be investigated to know how far the method (CL - STAD) improves students' achievement.

This classroom action research consistes of two cycles, depended on the result of the observation and the test in the first cycle. The second cycle was conducted in the same procedures as the first one.

Each cycle consisted of formulating the problem, action planning, once teaching implementation, observation and evaluation, analysis and reflection.

The activities of the first cycle were conducted on:

No	ACTIVITY	MONTH															
		March				April				May							
1	Formulating the problem	√	√	√	√												
2	Action planning							√	√								
3	Teaching Implementation											√					
4	Observation and evaluation											√					
5	Analysis and reflection.												√				

The activities of the second cycle were conducted on:

No	ACTIVITY	MONTH															
		March				April				May							
1	Formulating the problem											√					
2	Action planning											√					
3	Teaching Implementation											√					
4	Observation and evaluation												√				
5	Analysis and reflection.												√				

1. Planning

Planning covered the following:

- Making a lesson plan, which provided reading text and the questions based on it.
- Making an observation sheet, it was used to see the process of teaching learning and the result of the test concerning to the method being used.
- Doing the implementation of classroom action research. The steps of learning activity are written in the lesson plan
- Taking observation by concerning what happened in the classroom during the process of teaching learning.
- Evaluating and analyzing the whole data of observation.
- Formulating the problems of the previous cycle.
- Planning the next cycle.

2. Teaching Implementation and Observation

In this stage, the researcher himself took a part in doing the action of teaching scenario stated in the planning above. The lesson plan mainly covered: dividing students

into groups, explaining how to work cooperatively, and making students hold cooperative activity (in this activity, the students firstly do individual reading then they discuss the problems / difficulties they found in individual reading), and then asking them to answer the questions individually under the teacher's control.

At that While, the observation on this classroom action research was done simultaneously by taking some notes overall activities and processes of teaching learning. The English teacher of the class helped to do the observation that written on the observation sheet.

3. Analysis and Reflection

The data taken from the observation sheet and the result of the first-test and second-test were collected and analyzed in this stage. As the result of observation, the researcher can reflected himself concerning to the activities during action that is to know the students' progress in reading comprehension. The data was taken from the students as the subject, the test

(first-test and second-test), and teachers' documentation.

The kind of data that used in this classroom action research consisted of:

- A. Students' learning achievement on first-test and second-test
- B. Observation of students' and teacher's activity and teaching learning process data from the observer.
- C. Lesson plan agreement with the implementation

The data collection procedures were as follows;

- A. Data of students' learning achievement was taken from the result of the test given. The result was in the form of raw and standard score, it was converted using the formula below:

$$T = 50 + \frac{X - M_i}{SD_i} \times 10$$

Where:

- T : Students' standard score
X : Student's raw score
M_i : Ideal mean score
Sd_i : Ideal Standard Deviation.
(Nurkencana, 1990 in Himayati, 2007).

- B. Data of teaching learning process was collected using observation sheet.
- C. Data of the agreement of lesson plan with the implementation was collected on observation sheet.

For the detail procedure and the observation sheet, you (readers) can see them on the appendices.

The action as well as the research carried out can be said to be successful when the learning achievement is at least 65 individually and 70 % classically. The percentage was decided based on the criteria of mastery learning set in the school. It's suggested that if a student gets 65 of learning achievement, he or she has reached the mastery learning. If 70 % of the students in the class get 65, then the class has reached the mastery learning.

DISCUSSION

This classroom action research is aimed at finding the improvement of students' reading comprehension skill through CL – STAD Method and was conducted for three weeks and it consisted of two cycles. The first cycle was conducted on April 29th 2012 while the second one was on May 14th 2012. Each cycle consisted of implementation of teaching learning activity using the method, observation, analysis, and reflection. Each cycle is described in the finding below:

1. Cycle I

After identifying the problem faced by the students in learning reading comprehension, the researcher began the research action based on the planning. In this, the researcher started conducting the first-cycle for one meeting on Tuesday, April 29th 2008 at class XI Social Class Program in SMA Negeri 1 Keruak. The teacher taught reading comprehension using CL – STAD method.

In running the teaching learning in the first cycle, the observer found that the students seemed less enthusiastic in studying using CL – STAD Method in both cooperative and individual works. It was visible from the lack of students' seriousness in following the instructions. In this case, some students paid less attention to the teacher when trying to construct their own knowledge about the lesson, some of them kept on chatting (ignoring teacher's warning). The students could not work seriously reading their own text, as they should borrow a dictionary to find out the meaning of some difficult words. In addition to that, they did not follow the instructions well as they were unfamiliar and did not understand about how to work with the method yet. Here is the result of the observation of it:

NO	ACTIVITY	YES	NO
1.	Students pay attention to the lesson attentively		√
2.	Students work seriously		√
3.	Students follow the interaction of the method applied		√

Those attitudes made the cooperative work did not work well, such as: Taking a part in the discussion. Almost all of them did not take a part discussing the lesson with their group. They were the students with the number 3, 8, 9, 12, 13, 19, 22, 23, 20, 7, 21, 11, 24, 10, 25, 16, and 17. The students' number mentioned did not help others find the meaning of difficult words. They tended to wait their friends' finding. When their friends tried to explain the material, they tended to accept it without any argument. Here is the result of the observation of it:

No	ACTIVITY	YES	NO
1.	Each student reads their own text	√	
2.	Each student finds the meaning of difficult words		√
3.	Each group member takes a part in the discussion		√
4.	The one who had understood the material explains it to the others	√	
5.	Some students argue others' explanation		√

While in the individual work, the students who did not take a part in the cooperative task managed to ask for others' answer, but sometimes they failed to get the answer as the teacher warned them. Such attitudes brought the uncomfortable feeling to the others in doing their own tasks. Here is the result of the observation of it:

NO	Activity	Yes	No
1.	Some of them ask for	√	

	any answers to others		
2.	They help each other	√	

Besides observing the students' activities, the observer also observed the teacher dealing with the lesson plan he had designed. In this case, the observer found that the teacher did not do his planning completely. In the beginning of teaching, the teacher explained how to work with the method but it seemed that the students did not understand him very well. After that, he divided the class into six groups, as he forgot to present the material before distributing the reading text. So, he failed to stimulate students' knowledge about the text. As the result, the students consumed a several minutes to turn in with the material when they read the text individually.

At the next session, he made the students work cooperatively, at that while he controlled and intervened into some groups which did not have the necessary cooperative skill where members have problems in collaborating. At the determined time, he did not stop the cooperative work but added the time to let the students prepare their selves for the individual task. Later on, he distributed the question sheets and made them do it individually under his control. Here is the result of the observation of it:

No	Activity	Yes	No
1.	Does the teacher explain how to apply the method?	√	
2.	Does the teacher read the name of members of each group?	√	
3.	Does the teacher present the material before distributing the text?		√
4.	Does the teacher ask each group to comprehend the text individually at the first session?	√	
5.	Does the teacher ask each group to comprehend the text	√	

	cooperatively for the next session?		
6.	Does the teacher control students' cooperative activity?	√	
7.	Does the teacher intervene in the group to teach cooperative skills?	√	
8.	Does the teacher stop cooperative activity in the determined time?		√
9.	Does the teacher distribute the question sheet?	√	
10.	Does the teacher control individual activity?	√	

Seeing to both students' cooperative and individual learning process and teacher's steps of teaching described above, the researcher concluded that teaching – learning conducted was not perfectly portrayed the principles of cooperative learning. There were no simultaneous interactions among the learners to discuss the material. The positive interdependence did not occur yet.

The percentage of classical result of the students' reading comprehension on the first test is as below:

Value	Mastery Learning	Cycle I	
		frequency	%
65– 100	Pass	8	32%
0 – 64	Fail	17	68%
Total		25	100%

Seeing to the value above, of 25 students who were given the first test only 8 students (32 %) achieved the mastery learning. Whereas 17 students or 68 % of the class has not achieved the mastery learning. It is indicated that comprehending the reading text using the method is not succeed yet as a great part of the students were still fail.

Based on the result of the observation and the test in the first cycle, the researcher

reflected that the failure was because of the principles of CL – STAD method were not applied yet. So that, the researcher decided to conduct the second cycle, considering to both students' and teacher's attitude in the previous cycle.

In this case, the researcher as the one who taught in the class, designed to do his plan as well as possible. Such as, emphasizing the students to follow the instruction in both cooperative and individual work, by telling them that each group's gaining contributes to the probability that other member will be successful. To make them work cooperatively, they should be taught how to work cooperatively with others, and how to function as a part of the team, giving bonus points if the group gained the highest score.

The teacher should intervene to the members who were having problems in collaborating to suggest more effective behaviors in which the students should engage. In order to make the students easily find out the difficult words' meaning, the teacher made their students bring a dictionary with them into the classroom.

2. Cycle II

Knowing the attitude made by both students and teacher's attitudes dealing with the method as explained in the first cycle, when conducting the second cycle, the observer found that the students were more familiar with the method than they were before and getting used to follow the instructions in both cooperative and individual work. It was visible from the students' attitudes that they paid attention to the teacher and work seriously. Here is the result of the observation of it:

NO	ACTIVITY	YES	NO
1.	Students pay attention to the lesson attentively	√	
2.	Students work seriously	√	
3.	Students follow the interaction of the method applied	√	

In the cooperative work, the observer found that the students in each group worked cooperatively among their own group well. At the beginning, the students read their own text to construct their own knowledge about it and opened their own dictionary to find the meaning of the difficult words. After that, they asked each other to get the same information about it sentence per sentence and paragraph per paragraph. This activity was led by the one who had a fast understanding.

When the one tried to explain what he had understood, others paid attention and once argued the explanation. At this phase, the students who did not take a part in the cooperative work at the first cycle involved their selves in the discussion in order to have the same understanding with the others about the text and became motivated to get the highest score. Here is the result of the observation of it:

NO	ACTIVITY	YES	NO
1.	Each student reads their own text	√	
2.	Each student finds the meaning of difficult words	√	
3.	Each group member takes a part in the discussion	√	
4.	The one who had understood the material explains it to the others	√	
5.	Some students argue others' explanation	√	

After doing the cooperative work, the students got the question sheet and did their own task or exercise individually. At this phase, the observer found that the students did their task confidently. In other words, there were no more students asked for any answers to others. As both cooperative and individual activity ran in a good control of the teacher and students' awareness to follow the instruction, the teaching learning activity could be finished on time. Here is the result of the observation of it:

NO	ACTIVITY	YES	NO
1.	Some of them ask for any answers to others		√
2.	They help each others		√

The percentage of classical result of the students' reading comprehension test of the second cycle is shown as below:

Value	Mastery Learning	Cycle II	
		Frequency	%
65 – 100	Pass	19	76%
0 – 64	Fail	6	24%
Total		25	100%

Viewing the result of the first test as figured in the previous table, it is clearly defined that the action conducted improved students' reading comprehension. The test's result of the first cycle showed that from 25 students there were only 8 or 32 % of them achieved the mastery learning, whereas 17 or 68 % of them failed.

While, in the test of the second cycle, the amount of students who reached the mastery learning were 19 or 76 % of the class while, 6 students or 24 % of them have not acquired the mastery learning. It means that the required mastery learning of the students either individually or classically has been achieved. As there were 19 students individually acquired the mastery learning standard and there were 76 % classically, so that the researcher acclaimed that teaching reading comprehension using CL – STAD method truly improved students' achievement in this class.

The percentage of classical improvement of the students' reading comprehension is shown below:

value	Category	Cycle I		Cycle II	
		frequency	%	frequency	%
65-100 0 - 64	Pass	8	32%	19	76%
	Fail	17	68%	6	24%
Total		25	100%	25	100%

There are six students who still failed to reach the mastery learning standard after struggling to reach it. However, their score was increased. The students with the number 8 gained 20 in row score or 12 in standard one, the number 17 & 20 gained 15 in row score or 9 in standard one. The number 7 & 24 gained 10 in row score or 6 in standard one, while the student with the number 10 gained 5 in row score or 3 in standard one. For more details you (reader) can see the following table.

Student Number	Cycle I		Cycle II		Gain Score	
	Row score	Standard score	Row score	Standard score	Row score	Standard score
7	55	53	65	59	10	6
8	50	50	70	62	20	12
10	65	59	70	62	5	3
17	50	50	65	59	15	9
20	50	50	65	59	15	9
24	55	53	65	59	10	6

This progress was caused by students' willingness to cooperatively find out the information in the reading passage. In which, they asked, shared, and compared the information each team had understood.

Through CL – STAD method students could also improve other language skills and elements. Such as:

a) Speaking, as it enabled them to interact each others.

- b) Writing, as they put down the information.
- c) And vocabulary mastering also improved automatically as they found out the new vocabularies.
- d) Learning how to work cooperatively with others.
- e) Knowing how to function as a part of a team.
- f) Appreciating the differences.
- g) Structuring the individual accountability.

When conducting the first cycle, the students seemed less enthusiastic in learning reading comprehension using the CL- STAD Method. This made both cooperative and individual work did not work effectively. Such situation occurred because the students never had been taught with the method.

Yet, in cooperative situations, where there was the task to complete, the researcher intervened into the groups to teach them the social skill like communicative skill, building and maintaining trust, providing leadership, and managing conflicts.

Then, in conducting the second cycle, both cooperative and individual work could run maximally and effectively. In this case, the students initially found out the difficult words meaning simultaneously, then asked, shared, and compared their ideas or understanding about the information. This kind of cooperative interaction brought them toward the improvement in both cooperative skills and achievement. The number of the students who reached the mastery learning increased from 8 students (32%) to 19 students (76%). Six of them failed to reach the mastery learning standard but they gained the improvement. One of them with the number 14, his score was decreased from 90 to 85 in row score 73 to 71 in standard one, this case due to misinterpretation among his teams.

Eventually, the researcher states that the classical success in gaining the improvement was because of some factors related to the teacher's performance and students' maximal cooperative skill. The factors are:

- 1) Teacher's good mastering of the CL – STAD method steps in teaching. Such as:

specifying the objectives for the lesson, constructing students' knowledge about the passage after deciding the members of each group work.

- 2) Effective cooperative work among each group's members that they worked together to understand the material.
- 3) Teacher's intensive monitoring to the cooperative work as well as his intervention to the students who had a problem in collaborative skill.

CONCLUSION AND SUGGESTION

At the previous chapter, it was mentioned that the objective of this classroom action research is to know the process of gaining the improvement in reading comprehension using CL – STAD Method for class XI – Social Class Program in SMA Negeri 1 Keruak. At this chapter, the writer has several conclusions and suggestions dealing with the result of the research. The conclusion is as follows:

- a. Teaching reading comprehension using CL STAD Method can improve students' achievement. It is due to the cooperative work they did among their own teams and the intensity of their involvement.
- b. Teaching using CL- STAD Method brings nurturing effect, such as:
 1. Leading students to use or practice the language optimally during the class hours, because the classroom interaction is the main setting for them to use English.
 2. Learning how to work cooperatively with others.
 3. Knowing how to function as a part of a team.
 4. Appreciating the differences.
 5. Structuring the individual accountability

The researcher provides suggestions for teacher and other researchers who want to conduct similar study.

- a) To the other English teachers, it will be good to try to apply the CL – STAD Method to create the dynamic classroom interaction.
- b) The students are suggested to keep practicing their reading

comprehension, because practice helps one achieve his/her own perfection. .

- c) To the other researcher, they should improve and develop this Classroom Action Research, so that the result will be more perfect than this research.

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